



**Regular Meeting OF THE BOARD OF DIRECTORS**

Thursday, October 16, 2025 - 5:45 PM  
 Oakdale Middle School Room 230  
 815 S. Oakdale Ave.  
 Medford, OR 97501

**AGENDA**

- 1. Call to Order / Pledge of Allegiance / Roll Call**
- 2. Agenda Adjustments and Approval**
- 3. Items for Information & Discussion**
  - a. Interim Superintendent Report 3
  - b. Oregon School Employees Association (OSEA) Report 4
  - c. Board Priority: Curriculum Optimization — Math Update 5
  - d. Board Priority: Financial Stewardship — Financial Update 6
- 4. Citizen Comments**
  - a. *School Board meetings are meetings of the School Board held in public, not meetings with the public. As a general rule, the Board will not engage in discussion with the public during this portion of the meeting. Please rest assured that all comments are carefully considered and will help guide future Board action. When your name is called, come forward to the table and state your name, if you reside in the district, and identify the organization, if any, that you represent. Keep your remarks brief and respect the three-minute time limit. Complaints about staff members cannot be discussed in open session and must be handled through a complaint procedure.*
- 5. Recess**
- 6. Items for Information & Discussion (continued)**
  - a. Budget Committee Vacancies 7
  - b. Division 22 Assurances for 2024-25 9
  - c. School Board Policies — *first reading* 31
  - d. School Board Meeting Start Time Discussion 77
- 7. Board Action Items**
  - a. Health Instructional Materials Adoption Postponement 78
  - b. Future Farmers Association (FFA) Charter Application Approval 79
  - c. Superintendent Search RFP Process — Schedule Meetings(s) 82
  - d. School Board Policies — *second reading* 83
- 8. Consent Agenda**
  - a. Staff Assignment Report 151
  - b. Minutes from previous meetings 153
- 9. Announcements**
  - a. October 20 — OSBA Fall Regional Meeting at Ashland Hills Hotel - 5:30 PM
  - b. November 6-8 - OSBA Conference in Portland

c. November 20 - School Board Meeting at Oakdale Middle School - 5:45 PM

**10. Adjournment**

*The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Superintendent's office at (541) 842-3621 or [superintendent.office@medford.k12.or.us](mailto:superintendent.office@medford.k12.or.us).*



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Interim Superintendent Report on New Learning Options
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli and Various Staff
<b>Objective:</b>	Provide an update on New Learning Options at MSD

### Background:

Last year, Interim Superintendent Grazioli explored ways to better support families choosing homeschooling by developing a new program called *Homeschool Connection*, based at Howard Elementary. This initiative offers families access to resources, personalized support, and in-person learning opportunities.

Thanks to the dedication of our new team, the program officially launched this school year. The Board will receive an update on its implementation and early progress.

Additionally, following the closure of Medford Online Academy last year, a new model for delivering online learning was introduced across all secondary schools beginning this school year. This approach integrates flexible learning options directly within existing school structures. Staff will also present an overview of how this new model is progressing.

**Additional Materials:** N/A

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Oregon School Employees Association (OSEA) Report
<b>Item Type:</b>	Informational
<b>Administrator:</b>	Jeanne Grazioli
<b>Objective:</b>	To share employee association perspectives on progress, priorities, and Board support.

### **Background:**

As part of our ongoing commitment to collaboration and open communication, leaders from our employee associations will provide updates to the Board. These short presentations are an opportunity to highlight what's working well, share priorities and progress, and suggest ways the Board can continue to offer meaningful support. This month, representatives from the Oregon School Employees Association (OSEA), the classified union, will share their perspectives.

**Additional Materials:** N/A

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Board Priority: Curriculum Optimization - Math Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli, Megan Young
<b>Objective:</b>	Provide an update on math curriculum

### **Background:**

Over the past two years, the Medford School District has engaged in comprehensive preparation for the launch of a new K–12 mathematics curriculum. This work has focused on developing both administrator and teacher professional knowledge, ensuring a deep understanding of effective math instruction and learning progressions. A K–12 Math Curriculum Design Team was established to serve as a guiding body, leading the development of grade-level specific curriculum materials and alignment. The curriculum was officially launched to teachers in May, and full implementation began with the start of the current school year.

This presentation will provide the School Board with a high-level overview of the work accomplished over the past two years, an update on the current implementation status, and an opportunity to address common myths and misconceptions about the new curriculum.

**Additional Materials:** Slide deck at Board meeting

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Board Priority: Financial Stewardship - Financial Update
<b>Item Type:</b>	Report
<b>Administrator:</b>	Brad Earl
<b>Objective:</b>	Provide a Financial Update Report on the District

### **Background:**

At the September 5, 2025 Board Retreat, the Board requested monthly financial updates. At this meeting, Brad Earl will provide a financial update. He will also lead a discussion at the meeting to determine what future financial topics may be covered and/or what information may be provided in the board packet to help the board stay informed.

### **Additional Materials:**

Information will be provided in the slide deck at the meeting.

**Recommendation:** N/A

**Suggested Motion:** N/A



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Budget Committee Vacancies
<b>Item Type:</b>	Items for Information and Discussion
<b>Administrator:</b>	Brad Earl, Jodi Fahy
<b>Objective:</b>	Identify Budget Committee vacancies

**Background:** School Board Policy DBEA requires the Board to identify vacant budget committee positions at its first regular meeting in October. Currently, Budget Committee terms for Positions 3 (Casey Stine) and 4 (Margie Grether) have expired.

The Budget Committee consists of seven members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must: 1) live and be registered to vote in the district; and 2) not be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions.

**Additional Materials:** [Budget Committee Members](#) vacancies

**Recommendation:** Review the vacancies and direct staff to move forward with posting the application for interested community members on the district website November 3, 2025.

**Suggested Motion:** No action is required.



**Budget Committee Members (3 year term)**

Position 1 Lupe Murillo	Term Expires:	06/30/2027
Position 2 Amanda Olson	Term Expires:	06/30/2027
<b>Position 3</b> Casey Stine	Term Expired:	06/30/2025
<b>Position 4</b> Margie Grether	Term Expired:	06/30/2025
Position 5 Ilex Brandenberger	Term Expires:	06/30/2026
Position 6 Kaylee Fugate	Term Expires:	06/30/2026
Position 7 Brooke Lazzari	Term Expires:	06/30/2026



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Division 22 Assurances for 2024-2025
<b>Item Type:</b>	Report
<b>Administrator:</b>	Jeanne Grazioli, Todd Bloomquist
<b>Objective:</b>	Present Division 22 Report to Community

**Background:** Each year, Oregon’s school districts are required to review the Oregon Administrative Rules (OAR), located in Chapter 581, Division 22, related to Oregon’s standards for public schools. Each district must assess whether the district is in compliance with those standards for the prior school year. On or before November 1st of each school year, school district superintendents are to provide a Community Report to their local school board regarding the district’s standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules 581-022-2305. Districts are required to post the report on their district website by November 1, 2025. Districts then complete and submit the annual Elementary and Secondary Schools Assurance Form by November 15, 2025 to the Oregon Department of Education (ODE)

For the 2024-25 school year, there were 59 standards (up from 56 for 2023-24) in the Division 22 law that school districts must report whether or not they are compliant. Districts need to identify specific evidence and keep close internal tracking of each requirement. We are pleased to report that we are in compliance in all areas of Division 22.

We are also pleased to report that, for the fifth consecutive year, the Oregon Department of Education has designated the Medford School District as an [exemplar district](#) for its transparent reporting of Division 22 standards to the school board and community. This distinction is published on ODE’s [Division 22 Standards and Assurance of Compliance](#) webpage.

The final Division 22 Community Report is posted on [Medford's Division 22 Assurances](#) website.

**Additional Materials:** [Division 22 Community Report \(2024-2025\)](#)

**Recommendation:** N/A

**Suggested Motion:** N/A

# Medford School District 549C

## Report on Compliance with Public School Standards

### 2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of the Medford School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Medford School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

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### Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2000 Diploma Requirements</a>	In compliance	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	In compliance	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	In compliance	<a href="#">Board Policy</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	<a href="#">Included in Health Planned Course Statements</a> <a href="#">MSD Comprehensive Sexuality Education Plan</a> <a href="#">Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education** Board Policy (IGAI)</a> <a href="#">MSD Health K-12</a> <a href="#">Parent Opt Out &amp; Health Info</a> <a href="#">Health Standards Letter from MSD Board</a>	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	<a href="#">Board Policy</a> <a href="#">Women in the Trades Agenda</a> <a href="#">Women in the Trades School Year Plan</a> <a href="#">MPACT Overview</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">MSD Pathways</a>	
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	<a href="#">ODE PE Minutes Report</a>	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>In compliance</b>	<a href="#">ODE PE Minutes Report</a>	Not applicable
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	<p>Medford School District has a District Media Specialist that supports Media Technicians at 14 elementary schools, 3 comprehensive middle schools, and 2 comprehensive high schools.</p> <p>The Instructional Media Center (IMC) is staffed with one person that facilitates the distribution of physical instructional materials to all schools.</p> <p>The <a href="#">MSD Library Media Center Procedures Manual</a> provides</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>guidance and support for maintaining consistent, equitable, and aligned procedures in K-12 libraries and media centers. The <a href="#">Elementary</a> and <a href="#">Secondary</a> ELA Instructional Materials Canvas courses provide support for teachers to access high quality research databases and lessons to support teaching research skills.</p>	
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<p><b>In compliance</b></p>	<p>All schools are using the same core instructional materials which were adopted using ODE’s IMET process.</p> <p><a href="#">Curriculum Development and Adoption Board Policy (IF)</a></p>	<p>Not applicable</p>
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<p><b>In compliance</b></p>	<p><a href="#">Curriculum and Instructional Materials Development and Adoption Process</a></p> <p><a href="#">Adoption Cycle 6-Year Plan</a></p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	Math: <a href="#">Request for Approval to Postpone Selection and Use of Adopted Instructional Materials</a>  Science: <a href="#">Request for Approval to Postpone Selection and Use of Adopted Instructional Materials</a>	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	Training to building staff: Oct 2, 2024 <a href="#">presentation</a>	Not applicable
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	<a href="#">Medford School District Plan for Talented and Gifted (TAG) Education</a>	Not applicable
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	<a href="#">Alternative Education Program** Board Policy (IGBHA)</a>  <a href="#">Establishment of Alternative Education Programs Board Policy (IGBHB)</a>	Not applicable

**Category: Aligned and Focused Educational Systems**

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	<a href="#">Nontraditional Credit Definitions &amp; Procedures</a>	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	<a href="#">Medford School District Curriculum Management Plan</a>  <a href="#">District Commitment to Student Learning Board Policy (IFAA)</a>  <a href="#">Curriculum Guides and Course Outlines Board Policy (IFE)</a>  <a href="#">Curriculum Development Board Policy (IF)</a>  <b>English, Science, Math, Social Science, World Languages, Health, Electives, Arts, and CTE</b>  <a href="#">Planned Course Statements</a>  <b>*Technology:</b>  <a href="#">Digital Citizenship Lessons</a>  <b>SEL</b>  <a href="#">K-5 SEL Instructional Framework</a>	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">MS 6-8 Advisory Calendar</a> <a href="#">HS Guidance Lesson Calendar</a> Personal Finance lessons <a href="#">Higher Education and Career Path Skills</a>	
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	<a href="#">MSD Comprehensive School Counseling Handbook</a>	Not applicable
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	<a href="#">2024-25 Test Administration Manual</a> <a href="#">2024-25 Oregon Accessibility Manual</a>  <a href="#">2024-25 MSD Elementary Assessment Calendar</a>  <a href="#">2024-25 MSD Secondary Assessment Calendar</a>  <a href="#">2024-2025 ELPA Screener Training Q and A</a>  <a href="#">MSD EL Plan, 2024 Section 3</a>  <a href="#">Fall 2024 ELPA Screener Calendar</a>  <b>2024-25 STC training</b>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p><b>MSD Canvas Course:</b>            ELPA Screener: August 2024            OSAS: Jan 2025</p> <p>We test all our students annually following all the expectations of ODE. The Annual notice is provided to parents at the beginning of the school year and again 30 days prior. All pertinent staff is trained, and a Canvas course with all training materials has been developed. A monthly newsletter is sent to all STCs, including SOESD specialized programs, as well as the Charters in our district. We review and validate the data. We report improprieties</p>	
<a href="#">581-022-2110            Exception of Students with Disabilities from State Assessments</a>	<p><b>In compliance</b></p>	<p><a href="#">Board Policy</a> (504 falls under IDEA act, so we don't have to have a separate policy)</p>	<p>Not applicable</p>
<a href="#">581-022-2115            Assessment of Essential Skills: Diploma Requirements</a>	<p><b>Waived through the end of 2027-28 school year</b></p>	<p><a href="#">Archived 24-25 Manual</a></p>	<p>Not applicable</p>

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</a>	<b>In compliance</b>	<a href="#">Archived 24-25 Manual</a>	Not applicable
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	<a href="#">Aligning for Student Success: Integrated Guidance MSD website</a>	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The District instructs schools on student body funds usage; the District reviews student body accounts and does annual audits to make sure student body account funds raised by students are being spent for students. The District maintains student records in compliance with board policies ( <a href="#">IGBAB/JO</a> and <a href="#">IGBAB/JO-AR</a> ) and complies with reporting requirements.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	<a href="#">Elementary PE minutes</a>	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	<a href="#">MSD Division 22 website</a>	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	<a href="#">MSD Division 22 website</a>	Not applicable
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	<p>The Medford School District provides a continuum of services for all students eligible for special education.</p> <p>Board Policy: <a href="#">IGBAG - Special Education - Procedural Safeguards**</a></p> <p><a href="#">IGBAJ - Special Education - Free Appropriate Public Education (FAPE)</a></p> <p><a href="#">IGBAF - Special Education - Individualized Education Program (IEP)**</a></p>	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	<a href="#">Instructional Minutes 2024-2025 Summaries</a>	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented</a>	<b>In compliance</b>	<a href="#">Medford School District Plan for Talented and Gifted (TAG)</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">and Intellectually Gifted Students</a>		<a href="#">Education</a> <a href="#">Blue Screening Report</a> <a href="#">ODE Training Slide Decks</a> <a href="#">Nomination form</a> <a href="#">Parent Permission to Evaluate</a> Use NNAT3, CogAt, iReady, OSAS for scores as well as state scoring rubrics for evidence collection	
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	<a href="#">Oct 3, 2024 Report to School Board Executive Summary</a>	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	<ul style="list-style-type: none"> <li>• All employees hired into licensed positions must hold licenses before beginning work in that position.</li> <li>• For qualified candidates who do not hold appropriate licensure, Human Resources reviews and determines whether or not a provisional/emergency license could apply. The District writes a letter to TSPC and awaits TSPC issuance of a license before a staff member can begin</li> </ul>	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		working. <a href="#">Licensed Staff Positions Board Policy-GC</a> <a href="#">License Requirements Board Policy-GCA</a>	
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	From ODE's <a href="#">Department's approved list</a> : <ul style="list-style-type: none"> <li>iReady Dyslexia assessments</li> </ul> Training to Assistant Principals: <a href="#">Presentation</a> Training to building staff: Oct 2, 2024 <a href="#">presentation</a>	Not applicable

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**Category: Engaged Partners and Communities**

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	<a href="#">District and School Report Cards website</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	<p>School Board Policies on Grading and Assessment</p> <p><a href="#">(IKA)</a> <a href="#">(IKA-AR)</a></p> <p>Report Cards &amp; Transcripts are shared and recorded for each student</p> <p>Summarized <a href="#">Grading Timelines - MSD - 24-25 Grading Timeline Summary</a></p> <p><a href="#">Elementary Assessment Calendar 24-25</a></p> <p><a href="#">Secondary Assessment Calendar 24-25</a></p> <p>Credit Retrieval Courses are offered during the school year as well as during the summer.</p> <p>Ongoing performance feedback provided by teachers to students in Canvas and End of Term grades shared with families and students in Synergy Gradebook.</p> <p>Synergy SIS keeps SSID</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		information.	
<a href="#">581-022-2307 Educational Equity Advisory Committees</a>	<b>In compliance</b>	<a href="#">Name Strength Need Advisory</a>	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	<a href="#">Medford School District Plan for Talented and Gifted (TAG) Education</a>  <a href="#">Parent Notification</a> of TAG Identification  <a href="#">Parent TAG Brochure</a>  <a href="#">Student Observation Profile</a> for Parents of TAG Students  Permission for Services <a href="#">with Opt-out</a>	Not applicable
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	In addition to our adopted School Board policies, <a href="#">Complaint Procedures</a> are linked at the bottom of the District webpage. Additional policies: <a href="#">GBN/JBA(2) Federal Law Title IX Sexual Harassment Complaint Procedures</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">JFCF-AR/GBNA-AR Hazing/Harassment/Intimidation/Bullying/Menacing Complaint Procedure</a> <a href="#">ACB-AR Bias Incident Complaint Procedure</a> <a href="#">GBEA-AR Workplace Harassment</a>	

**Category: Safe & Inclusive Schools**

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	<p>Included in Great Body Shop curriculum grades K-8 See <a href="#">Substance Abuse and Misuse Lessons</a></p> <p><a href="#">Teen Intervene</a> program with Upshift at secondary “Alternative to Suspension”</p> <p><a href="#">Alex’s Story “Dangers of Fentanyl”</a> in secondary Health Class</p> <p><a href="#">Planned Course Statements</a></p>	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. The District has adopted policies on the reporting of Child Abuse: <a href="#">JHFE/GBNAB</a> and <a href="#">JHFE-AR(1)</a> , <a href="#">BBFC</a>	Not applicable
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	<p>Secondary coaches &amp; AD's - Take the online course through NFHS (every four years). Trainings tracked by high school &amp; middle school ADs: <a href="#">Appearance and Performance Enhancing Drugs and Substances Course</a></p> <p>Lessons delivered to secondary students during Red Ribbon Week at SMHS and School wide at an assembly at Innovation Academy. NMHS covers content in health classes in grades 10 and 12 and/or athletes receive the training from their coaches.</p> <p><a href="#">Oregon Department of Education Anabolic Steroids and Performance-Enhancing Substances Training</a></p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	Coaches & AD's take an annual online course through <a href="#">NFHS</a> . Training is tracked by high school AD's and Middle School Athletic Office. Annually, coaches must sign that they have read the Secondary Coaches Handbook and agree to follow the expectations outlined, which includes adhering to training requirements.	Not applicable
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	<a href="#">MSD Health Services Plan 2024-2</a>	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	MSD has a <a href="#">HASS Plan</a> in place.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	MSD has an emergency and safety plan in place. <a href="#">MSD Safety, Security, and Emergency Management</a>	Not applicable
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	We have Asbestos Management Plans for all sites. Custodial and maintenance staff have been trained.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The <a href="#">Restraint &amp; Seclusion Annual Report website</a> has the most recent report (2024-25).	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	<a href="#">IGDJ - Interscholastic Activities</a>	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	<a href="#">Board Policy</a>	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	Transportation Report submitted 9/1/2025; Food Service records are complete in CNPweb. Buildings and grounds are appropriate for education purposes and are routinely cleaned & maintained. Our facilities are routinely inspected by our liability insurance provider and are considered safe for use by students and staff.	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in</a>	<b>In compliance</b>	All individuals hired in positions are background checked and fingerprinted. Board Policies:	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>		<a href="#">Criminal History Records Checks/Fingerprinting</a>	
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	<a href="#">Suicide Prevention Plan</a> <a href="#">STAT Manual</a>	Not applicable
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	Facilities have verified that all restrooms comply with this standard and are continually stocked.	Not applicable

**Category: Committed and Supportive Staff**

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	We are in compliance in all areas. We have adopted board policies that support these practices, including: <a href="#">GBA-Equal Employment Opportunity</a>  <a href="#">GBA-AR Veterans' Preference</a>  <a href="#">GCC-Recruitment of Licensed and Administrative Staff</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">GCN/GDN-Evaluation of Staff</a> <a href="#">CCG-Evaluation of Administrators</a> <a href="#">GBAA-Educator Equity</a> <a href="#">GCL-Staff Development</a> <a href="#">GBL-Personnel Records</a>	
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	Teacher Evaluation: <a href="#">Professional Growth and Performance Evaluation Manual</a>  Admin Evaluation Handbook: Available upon request  <a href="#">GCN/GDN-Evaluation of Staff</a>  <a href="#">CBG-Evaluation of the Superintendent</a>	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	Teacher Evaluation: <a href="#">Professional Growth and Performance Evaluation Manual</a>  <a href="#">Danielson Framework</a>	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <ul style="list-style-type: none"> <li>MSD uses the most current leadership standards from the <a href="#">Professional Standards</a></li> </ul>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p><a href="#">for Educational Leaders (PSEL)</a>.</p> <p>The standards are aligned to the previous ISLLC standards and expand on the 6 areas of</p> <ul style="list-style-type: none"> <li>○ Visionary Leadership</li> <li>○ Instructional Improvement</li> <li>○ Effective Management</li> <li>○ Inclusive Practice</li> <li>○ Ethical Leadership</li> <li>○ Socio-political Context</li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">Evaluation of Administrators Board Policy (CCG)</a></li> </ul>	



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	School Board Policies - first reading
<b>Item Type:</b>	Information and Discussion
<b>Administrator:</b>	Jeanne Grazioli, Jodi Fahy
<b>Objective:</b>	Review the policies and administrative regulations as a first reading

**Background:** OSBA provides quarterly policy updates that include current revisions to state and federal laws and guidelines. Staff has reviewed the updated language and applied revisions which are reflected in the policy packet.

Periodically, staff or Board members will bring a policy forward for revision/adoption. Included in this packet is policy BBG that was initiated by a Board member.

Revisions in **red** font indicate OSBA updated language. Revisions in **blue** font indicate staff updated language.

Policy	Title	Summary
BBG <i>(new policy)</i>	Board Member Concerns About Board Member Behaviors	<p><i>At the September 5 Board Retreat, the Board Chair brought forward a proposed policy for consideration and asked Board members to review it and provide feedback. A request was made for a legal opinion to ensure alignment with Oregon law and protection of Board member rights and due process.</i></p> <p><i>At the September 18 Board meeting the Board Chair acknowledged she did not receive any proposals to change the proposed language, and she shared OSBA's response to the draft policy which she stated would be included in the policy to be presented at the next meeting for review as a first reading.</i></p> <p><i>Following the meeting, Board members provided suggested revisions which have been included in the first reading presented in the policy packet.</i></p>

IF	Curriculum Development and Adoption	<i>Updating legal references to include new provisions of law from Senate Bill 1098 (2025), ORS 659.850, and ORS 337.260.</i>
IIA	Instructional Material	<i>Updated legal references to include new provisions of law from Senate Bill 1098 (2025), ORS 659.850, and ORS 337.260.  Removed “Instructional Resources” from the title of the policy; and removed the word “basic” from the first sentence of the policy.</i>
IIA-AR(1)	Instructional Materials	<i>Revised AR code from IIA-AR(2) to IIA-AR(1) to align with OSBA’s policy code sequence.  No changes to the body of the AR.</i>
IIA-AR(2)	Public Complaints Procedure About Curriculum/Instructional/Library Materials	<i>Revised AR code from IIA-AR(1) to IIA-AR(2) to align with OSBA’s policy code sequence.  Revised AR using OSBA’s sample to align with current practices.</i>
IKF	Graduation Requirements**	<i>The Oregon Legislature passed HB 4137 (2024) which grants credit towards graduation to students who complete International Baccalaureate programs. The State Board of Education adopted rules for implementation and established responsibilities for districts that offer International Baccalaureate Programs. (Currently, the district does not offer IA programs).  The update also adds extended diploma information back to the notification requirements.</i>

\* *May be subject to collective bargaining.*

\*\* *As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and*

*125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.*

**Additional Materials:** Policy Packet [First Reading 10.16.25](#)

The policy packet is organized with the revised version first (colored font), followed by a draft final version with the revisions incorporated.

**Recommendation:** Review revised language and move the policies/AR forward for adoption/readoption at the November 20 Board meeting.

**Suggested Motion:** *No action required at this meeting.*

# Medford School District 549C

Code: BBG - *new policy*  
Adopted: xx/xx/xx

## Board Member Concerns About Board Member Behaviors

The existence of this special process does not excuse the Board from following the law and/or other existing policies for certain complaints and only applies to Board Member to Board Member complaints. Any staff, student or community member would use existing procedures for complaints about a Board Member.

**Step 1: One-on-One Communication:** If a Board Member believes that another Board Member has violated the Board Norms, Board Code of Ethics, Board Operating Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities (for example, if a child is in imminent physical danger at that exact moment). Board members are strongly encouraged to address concerns directly with Board Member in question first, in a one-on-one format. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member is, however, strongly encouraged to provide a written follow-up after the one-on-one communication or to document that the other Board Member declined to meet one-on-one (which then allows for immediate escalation). One or both Board Members may record the meeting, provided that a copy of the recording shall be provided to other participating Board Members.

- If the Board Member facing allegation does not participate in a meeting -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If there are concerns regarding the threat of harm or accuracy of what is said, or if the Board Member is unwilling to have a private conversation with the other Board Member, the concerned Board Member may move on to Step 2 and involve the Board Chair or Board Vice Chair.

**Step 2: Two-on-One Communication:** If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair (arbiter). If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.

- The Board Members involved will conference to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
- If the Board Member facing allegation does not participate in a meeting -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.

**Step 3: Full Board Communication:** If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a special meeting of the Board to discuss the alleged violation. ~~The Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the special meeting of the Board.~~

- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in question that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.
- If the Board Member facing allegation does not participate in a conference -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- ~~If, after the special meeting of the Board to discuss the alleged violation, the Board determines that further investigation is necessary, then the Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the special meeting of the Board.~~

**Step 4: Full Board Action:** If, after the Board Member has been informed that their behavior has been substantiated as being a violation **as set forth in Step 3 above**, any Board Member is concerned that the behavior has continued **after the conclusion of Step 3, they** must bring this concern to the Board Chair who will call a special meeting of the Board to consider the allegation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members solely for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
- **Dismissal:** A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**
- **Admonition:** An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact **language wording** of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**

- **Censure:** A censure is an action that is a permanent change in status of Board Member until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact wording language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. ~~If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made.~~ A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed, ~~and requires a 2/3 vote to lift.~~ If the censure is imposed by the Board, it carries ~~two key~~ the following enforcement elements:

~~○ **Status:** The social status of the Board Member shall change from "Board Member" to "Censured Board Member". In all official meetings, oral or written records, and communication, this is the only title or status that the district or district officials may use when referring to them. This change in social status remains in effect until the censure is lifted.~~  
 (Commenting board members both also requested removal of this section)

- **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, ~~access to travel reimbursements approval of board member travel~~, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. ~~The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.~~

~~If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.~~

Red comments – OSBA suggested changes

Green comments – Board Chair Ferguson suggested changes

Blue comments – Board Director Johnsen suggested changes

Purple comments - Board Director Caballero suggested change

# Medford School District 549C

Code: BBG  
Adopted: xx/xx/xx

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  - **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, approval of board member travel, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.

If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.

# Medford School District 549C

Code: IF  
Adopted: 4/05/05  
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx  
Orig. Code(s): IF

## Curriculum Development and Adoption

The Board recognizes a need for a systematic ongoing program of curriculum development and improvement. The Board expects the administration and staff to use the adopted curriculum renewal procedures to investigate new instructional materials, and to recommend modification of current written curriculum, changes in curriculum content, and addition of new courses and offerings within each instructional program. The Teaching and Learning Department shall be responsible for coordinating the development of District curricular guidelines for new instructional programs and classes.

Curriculum development will help each student realize their potential and graduate ready for college, career, and post-secondary experiences. The curriculum will establish a system that ensures students have equitable access to learn the same core of significant learnings at a particular instructional level, regardless of the teacher assigned or the school attended.

### DEVELOPMENT OF CURRICULUM

Once curriculum needs are identified, the Teaching and Learning Department will establish a timeline for instructional resource review and convene a selection committee as needed.

For cycles of curriculum adoptions, in all subject areas, representation from each building will be sought, with an attempt toward every grade level being represented. The Teaching and Learning Department will work with the Medford Education Association president/designee to include association representation.

The curriculum development cycle will include five phases:

- Phase 1: Identify Curriculum Needs
- Phase 2: Alignment of Standards, Sequence, Assessment and Resources
- Phase 3: Curriculum Implementation
- Phase 4: Curriculum Evaluation
- Phase 5: Curriculum Renewal

### CURRICULUM ALIGNMENT

Medford School District will provide aligned Curriculum Guides that promote success for all students. Curriculum alignment principles are reflected in Board policies, Curriculum Guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. The alignment of Curriculum Guides will coordinate what is written, taught, and assessed to create K-12 congruence both horizontally and vertically.

An aligned, high-quality written curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
- Ensure alignment of the written, taught, and assessed curriculum.
- Provide equitable access to the curriculum for every student.

All central office administration, building administration, and teachers will implement the standards-aligned written curriculum to support increased student learning and success.

## **CURRICULUM IMPLEMENTATION**

Subject area written curriculum and Curriculum Guides shall be developed for all grade levels and subjects in the District. The format of Curriculum Guides and expected components are outlined in the Board approved Curriculum Management Plan.

For the purposes of continuously improving student performance, while also maintaining flexibility to reach each student’s unique needs, curriculum components will be identified in the Board adopted Curriculum Management Plan as tightly-held or loosely-held. Tightly-held components will require decisions made at the District level. Loosely-held components will be determined and managed at the building level. Tightly-held and loosely-held curricular elements are outlined in the Board approved Curriculum Management Plan.

## **CURRICULUM EVALUATION**

The written curriculum will be evaluated on a periodic cycle as outlined in the Curriculum Management Plan. The purpose of the curriculum evaluation will be to assess the effectiveness of the curriculum in any content area.

Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- Students’ current and anticipated needs for knowledge and skills in the particular discipline;
- Emerging trends and current research in content and modes of instruction;
- Opportunities for collaboration within the discipline and across disciplines;
- Opportunities to explore supplementary resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- The role of technology in supporting teaching and learning;
- Appropriate assessment strategies;
- Progress towards District/Board goals.

## **CURRICULUM ADOPTION**

The Board is required by statute to approve and adopt the written curriculum of the school district. The Teaching and Learning Department will review each content area curriculum on a multiyear cycle. Updates to the written curriculum will be presented to the Board for approval as outlined in the Curriculum Management Plan.

## **ROLES & RESPONSIBILITIES FOR DEVELOPING AND IMPLEMENTING A GUARANTEED & VIABLE CURRICULUM:**

All District staff members are responsible for ensuring that all students learn the Oregon State Learning Standards through the District’s curriculum and demonstrate achievement at high levels. As a function of responsibilities, the Curriculum Management Plan provides specifics related to the roles and responsibilities, although responsibilities are not limited solely to those listed. The superintendent, in cooperation with the Teaching and Learning Department and other appropriate staff, shall make curriculum recommendations to the Board for their consideration and adoption.

The superintendent and administration shall make regular reports to the Board on items concerning curriculum

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)  
[ORS 337.260](#)

[ORS 659.850](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

[Senate Bill 1098 \(2025\)](#)

## **Medford School District 549C**

Code: IF  
Adopted: 4/05/05  
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx  
Orig. Code(s): IF

### **Curriculum Development and Adoption**

The Board recognizes a need for a systematic ongoing program of curriculum development and improvement. The Board expects the administration and staff to use the adopted curriculum renewal procedures to investigate new instructional materials, and to recommend modification of current written curriculum, changes in curriculum content, and addition of new courses and offerings within each instructional program. The Teaching and Learning Department shall be responsible for coordinating the development of District curricular guidelines for new instructional programs and classes.

Curriculum development will help each student realize their potential and graduate ready for college, career, and post-secondary experiences. The curriculum will establish a system that ensures students have equitable access to learn the same core of significant learnings at a particular instructional level, regardless of the teacher assigned or the school attended.

#### **DEVELOPMENT OF CURRICULUM**

Once curriculum needs are identified, the Teaching and Learning Department will establish a timeline for instructional resource review and convene a selection committee as needed.

For cycles of curriculum adoptions, in all subject areas, representation from each building will be sought, with an attempt toward every grade level being represented. The Teaching and Learning Department will work with the Medford Education Association president/designee to include association representation.

The curriculum development cycle will include five phases:

- Phase 1: Identify Curriculum Needs
- Phase 2: Alignment of Standards, Sequence, Assessment and Resources
- Phase 3: Curriculum Implementation
- Phase 4: Curriculum Evaluation
- Phase 5: Curriculum Renewal

#### **CURRICULUM ALIGNMENT**

Medford School District will provide aligned Curriculum Guides that promote success for all students. Curriculum alignment principles are reflected in Board policies, Curriculum Guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. The alignment of Curriculum Guides will coordinate what is written, taught, and assessed to create K-12 congruence both horizontally and vertically.

An aligned, high-quality written curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
- Ensure alignment of the written, taught, and assessed curriculum.
- Provide equitable access to the curriculum for every student.

All central office administration, building administration, and teachers will implement the standards-aligned written curriculum to support increased student learning and success.

## **CURRICULUM IMPLEMENTATION**

Subject area written curriculum and Curriculum Guides shall be developed for all grade levels and subjects in the District. The format of Curriculum Guides and expected components are outlined in the Board approved Curriculum Management Plan.

For the purposes of continuously improving student performance, while also maintaining flexibility to reach each student's unique needs, curriculum components will be identified in the Board adopted Curriculum Management Plan as tightly-held or loosely-held. Tightly-held components will require decisions made at the District level. Loosely-held components will be determined and managed at the building level. Tightly-held and loosely-held curricular elements are outlined in the Board approved Curriculum Management Plan.

## **CURRICULUM EVALUATION**

The written curriculum will be evaluated on a periodic cycle as outlined in the Curriculum Management Plan. The purpose of the curriculum evaluation will be to assess the effectiveness of the curriculum in any content area.

Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- Students' current and anticipated needs for knowledge and skills in the particular discipline;
- Emerging trends and current research in content and modes of instruction;
- Opportunities for collaboration within the discipline and across disciplines;
- Opportunities to explore supplementary resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- The role of technology in supporting teaching and learning;
- Appropriate assessment strategies;
- Progress towards District/Board goals.

## **CURRICULUM ADOPTION**

The Board is required by statute to approve and adopt the written curriculum of the school district. The Teaching and Learning Department will review each content area curriculum on a multiyear cycle. Updates to the written curriculum will be presented to the Board for approval as outlined in the Curriculum Management Plan.

## **ROLES & RESPONSIBILITIES FOR DEVELOPING AND IMPLEMENTING A GUARANTEED & VIABLE CURRICULUM:**

All District staff members are responsible for ensuring that all students learn the Oregon State Learning Standards through the District’s curriculum and demonstrate achievement at high levels. As a function of responsibilities, the Curriculum Management Plan provides specifics related to the roles and responsibilities, although responsibilities are not limited solely to those listed.

The superintendent, in cooperation with the Teaching and Learning Department and other appropriate staff, shall make curriculum recommendations to the Board for their consideration and adoption.

The superintendent and administration shall make regular reports to the Board on items concerning curriculum

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

# Medford School District 549C

Code: IIA  
Adopted: 10/10/16  
Revised/Readopted: 1/09/20; 2/17/22; 3/16/23; xx/xx/xx  
Orig. Code: IIA

## ~~Instructional Resources~~/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting ~~basic~~ instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the curriculum review process in the Curriculum Management Plan, which will meet or exceed the State Board of Education adoption cycle. All core instructional materials will be reviewed on a seven year cycle and recommendations for core instructional materials will be made. The district will establish procedures for a periodic review of all resources for alignment to the content of the district curriculum and assessment in all three dimensions: content, context, and cognitive type, prior to adoption for use.

Instructional resources will reflect the strengths, needs, cultures, and backgrounds of students. The district will follow the curriculum review procedures in the Curriculum Management Plan to identify areas where supplementary materials are needed. Recommended instructional resources and supplementary materials will be aligned to state standards and will be free of content that may discriminate on the basis of race, color, national origin, religion, disability, age, marital status, gender identity, sexual orientation, or sexual bias. These materials will contain appropriate readability levels, support the District's adopted curriculum content, provide ease of teacher use, be attractive and durable, be age appropriate, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All instructional materials on the state adoption schedule recommended for adoption will be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)

[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)

[ORS 339.155](#)  
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~ 2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

~~House Bill 3041 (2021).~~

Senate Bill 1098 (2025).

## **Medford School District 549C**

Code: IIA  
Adopted: 10/10/16  
Revised/Readopted: 1/09/20; 2/17/22; 3/16/23; xx/xx/xx  
Orig. Code: IIA

### **Instructional Materials**

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the curriculum review process in the Curriculum Management Plan, which will meet or exceed the State Board of Education adoption cycle. All core instructional materials will be reviewed on a seven year cycle and recommendations for core instructional materials will be made. The district will establish procedures for a periodic review of all resources for alignment to the content of the district curriculum and assessment in all three dimensions: content, context, and cognitive type, prior to adoption for use.

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The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All instructional materials on the state adoption schedule recommended for adoption will be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

**END OF POLICY**

**Legal Reference(s):**

[ORS 174](#).100  
[ORS 332](#).107  
[ORS 336](#).035  
[ORS 336](#).082  
[ORS 336](#).840

[ORS 337](#).120  
[ORS 337](#).141  
[ORS 337](#).150  
[ORS 337](#).260  
[ORS 337](#).511

[ORS 339](#).155  
[ORS 659](#).850

[OAR 581](#)-011-0050 - 0117  
[OAR 581](#)-021-0045

[OAR 581](#)-021-0046  
[OAR 581](#)-022-2310

[OAR 581](#)-022-2340  
[OAR 581](#)-022-2350

[OAR 581](#)-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).  
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).  
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);  
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

# Medford School District 549C

Code: IIA-AR(2)(1)  
Revised/Reviewed: 2/20/25; xx/xx/xx

## Instructional Materials

### Core Instructional Materials<sup>1</sup>

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

### Supplemental Instructional Materials<sup>2</sup>

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Materials must be in line with state standards. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

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<sup>1</sup> "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

<sup>2</sup> "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

### **School Library Materials<sup>3</sup>**

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

### **Classroom Library Materials<sup>4</sup>**

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

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<sup>3</sup> “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

<sup>4</sup> “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

# Medford School District 549C

Code: IIA-AR(1)  
Revised/Reviewed: 2/20/25; xx/xx/xx

## Instructional Materials

### Core Instructional Materials<sup>1</sup>

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

### Supplemental Instructional Materials<sup>2</sup>

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Materials must be in line with state standards. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

---

<sup>1</sup> "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

<sup>2</sup> "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

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2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

### **Classroom Library Materials<sup>4</sup>**

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
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<sup>3</sup> “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

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# Medford School District 549C

Code: IIA-AR(+)2  
Revised/Reviewed: 12/03/18; 1/9/20; xx/xx/xx  
Orig. Code: KLB-AR; IIA-AR

## Public Complaints Procedure About Curriculum/Instructional/Library Materials

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

### Request for Reconsideration of Instructional Materials

Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
Email \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_

Fill in information as appropriate:

Title \_\_\_\_\_ Author \_\_\_\_\_  
Publisher \_\_\_\_\_ Publication Date \_\_\_\_\_

### How is the material used in the school? \_\_\_\_\_ Is its use:

_____ Basic Text _____	_____ Required _____
_____ Supplementary _____	_____ Recommended _____
_____ AV/Computer Presentation _____	_____ Suggested _____
_____ Library Material/Book _____	_____ Free Choice _____

Type of material:  Article  Audio recording  Book  Textbook  Video  Website

Other: \_\_\_\_\_

Producer/Source (if known): \_\_\_\_\_

Please respond to the following questions.

1. What brought this material to your attention?
2. To what in the material do you object? Please comment on the resource as a whole as well as being specific on matters which concern you. (Use the other side if needed.)
3. What do you believe is the problem with using this material?

4. Did you review the material in its entirety?  Yes  No; Did you read all the book or see the film and hear the discussions preceding and following the showing?  Yes  No; If not, what part did you review? \_\_\_\_\_  
\_\_\_\_\_

~~5. What would you like your school to do about this material?~~

~~\_\_\_\_\_ Do not use it with my child~~

~~\_\_\_\_\_ Withdraw it from use with all students as well as from my child.~~

~~\_\_\_\_\_ Re-evaluate its use and explain to me its value in the educational setting.~~

~~\_\_\_\_\_ Other: \_\_\_\_\_~~

5. Did you discuss your concerns with the teacher or other involved staff?  Yes  No  
If no, you must first discuss your concerns with the teacher or administrator before filing a request for reconsideration.

If yes, on what date? \_\_\_\_\_

Please provide a summary of the conversation: \_\_\_\_\_

\_\_\_\_\_

What is the name of the staff member(s)? \_\_\_\_\_

6. What action are you requesting the reconsideration committee consider? \_\_\_\_\_

\_\_\_\_\_

7. Do you wish to provide oral or written testimony to the reconsideration committee?

Yes, oral testimony  Yes, written testimony  No

If yes, you will be contacted with details on how to provide your testimony.

\_\_\_\_\_  
Signature of Complainant  
(Please return this form to the building principal.)

\_\_\_\_\_  
Date

# Medford School District 549C

Code: IIA-AR(2)  
Revised/Reviewed: 12/03/18; 1/9/20; xx/xx/xx  
Orig. Code: KLB-AR; IIA-AR

## Public Complaints Procedure About Curriculum/Instructional/Library Materials

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

### Request for Reconsideration of Instructional Materials

Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
Email \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_

Fill in information as appropriate:

Title \_\_\_\_\_ Author \_\_\_\_\_  
Publisher \_\_\_\_\_ Publication Date \_\_\_\_\_

Type of material:  Article  Audio recording  Book  Textbook  Video  Website

Other: \_\_\_\_\_

Producer/Source (if known): \_\_\_\_\_

Please respond to the following questions.

1. What brought this material to your attention?

2. To what in the material do you object? Please comment on the resource as a whole as well as being specific on matters which concern you. (Use the other side if needed.)
  
3. What do you believe is the problem with using this material?
  
4. Did you review the material in its entirety?  Yes  No; Did you read all the book or see the film and hear the discussions preceding and following the showing?  Yes  No; If not, what part did you review?

5. Did you discuss your concerns with the teacher or other involved staff?  Yes  No  
If no, you must first discuss your concerns with the teacher or administrator before filing a request for reconsideration.

If yes, on what date? \_\_\_\_\_

Please provide a summary of the conversation: \_\_\_\_\_

\_\_\_\_\_

What is the name of the staff member(s)? \_\_\_\_\_

5. What action are you requesting the reconsideration committee consider? \_\_\_\_\_

\_\_\_\_\_

6. Do you wish to provide oral or written testimony to the reconsideration committee?  
 Yes, oral testimony  Yes, written testimony  No

If yes, you will be contacted with details on how to provide your testimony.

\_\_\_\_\_  
Signature of Complainant  
(Please return this form to the building principal.)

\_\_\_\_\_  
Date

# Medford School District 549C

Code: IKF  
Adopted: 4/21/81  
Revised/Readopted: 3/02/15; 4/24/17; 2/12/15;  
5/21/20; 2/17/22; 10/20/22;  
2/20/25; xx/xx/xx  
Orig. Code: IKF

## Graduation Requirements\*\*

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
or
7. Enrolled in an approved recovery school under ORS 336.680<sup>3</sup>.

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy<sup>7</sup>);
5. One-half credit of higher education and career path skills<sup>8</sup>;
6. One-half credit of personal financial education<sup>9</sup>;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

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<sup>4</sup> “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

<sup>5</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages<sup>10</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student's personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student's graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

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<sup>10</sup> "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance);
5. One-half credit in personal financial education<sup>11</sup>;
6. One-half credit in higher education and career path skills<sup>12</sup>;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings<sup>13</sup>;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

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<sup>11</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>12</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>13</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### **Essential Skills Appeal**

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

## Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in English/language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## Certificate of Attendance

A certificate of attendance<sup>14</sup> will be awarded to students who:

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<sup>14</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance<sup>15</sup> for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>16</sup>.

For students with a documented history<sup>17</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

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<sup>15</sup> "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

<sup>16</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>17</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>18</sup> and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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<sup>18</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFB - Graduation Exercises  
IL - Assessment Program

## Medford School District 549C

Code: IKF  
Adopted: 4/21/81  
Revised/Readopted: 3/02/15; 4/24/17; 2/12/15;  
5/21/20; 2/17/22; 10/20/22;  
2/20/25; xx/xx/xx  
Orig. Code: IKF

### Graduation Requirements\*\*

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
or
7. Enrolled in an approved recovery school under ORS 336.680<sup>3</sup>.

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

## **Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy<sup>7</sup>);
5. One-half credit of higher education and career path skills<sup>8</sup>;
6. One-half credit of personal financial education<sup>9</sup>;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

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<sup>4</sup> “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

<sup>5</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages<sup>10</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student's personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student's graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

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<sup>10</sup> "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance);
5. One-half credit in personal financial education<sup>11</sup>;
6. One-half credit in higher education and career path skills<sup>12</sup>;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings<sup>13</sup>;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

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<sup>1111</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>12</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>13</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### **Essential Skills Appeal**

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

## **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in English/language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## **Certificate of Attendance**

A certificate of attendance<sup>14</sup> will be awarded to students who:

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<sup>14</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance<sup>15</sup> for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>16</sup>.

For students with a documented history<sup>17</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

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<sup>15</sup> "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

<sup>16</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>17</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>18</sup> and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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<sup>18</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFB - Graduation Exercises  
IL - Assessment Program



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	School Board Meeting Start Time Discussion
<b>Item Type:</b>	Discussion
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Revisit school board meeting start time

**Background:** At the July 1 Organizational Meeting, the Board approved the Board meeting calendar and, following a request, adjusted the meeting start time from 5:30 p.m. to 5:45 p.m. to better accommodate Board members' work schedules. Subsequently, Board members requested an opportunity to revisit the start time, and the Board Chair agreed to include the item on the agenda.

At this meeting, the Board will discuss how the revised meeting time is working for members.

**Additional Materials:** N/A.

**Recommendation:** N/A

**Suggested Motion:** At the Board's discretion.



## EXECUTIVE SUMMARY

**Meeting Date:** October 16, 2025

**Agenda Item:** Health Instructional Materials Adoption Postponement

**Item Type:** Information/Discussion/ Action

**Administrator:** Megan Young, Director of Curriculum

**Objective:** Postpone Health Instructional Materials for a Year

**Background:** According to the Oregon instructional materials adoption schedule, the Medford School District needed to review Health instructional materials in 2024-2025 for classroom implementation by the Fall of 2025.

However, as we have discussed with the Board, we first needed to develop and launch our written math curriculum and instructional materials. Now that we have launched math, a team of Health teachers will begin the process of reviewing state approved instructional materials. We are requesting to postpone the adoption recommendation of materials for Health to the Spring of 2026 (for use in classrooms in the fall of 2026.)

We will continue to utilize our adopted programs, The Great Body Shop (K-8), Health for Life, and Reproductive and Sexual Health by Human Kinetics (9-12) during the adoption this school year.

The postponement will not affect our future ability to purchase the new instructional materials once we have completed our adoption selection process. ODE requires the Board's approval for this postponement.

**Additional Materials:** None

**Recommendation:** The administration recommends postponing the Health Instructional Materials Adoption for one year.

**Suggested Motion:** *“I move to approve postponing the adoption of Health Instructional Materials from spring of 2025 to spring of 2026.”*



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Future Farmers of America (FFA) Chapter Application Approval
<b>Item Type:</b>	Action
<b>Administrator:</b>	Kirk Kolb, Larina Warnock
<b>Objective:</b>	Consideration of FFA Chapter Approval for MSD

**Background:** At the October 2nd Board Work Session, Dr. Larnia Warnock provided a presentation on Student Success: Improve Student Career Readiness that included information on starting an FFA chapter at Innovation Academy as part of their Agriculture program of study that would require formal Board approval. At this meeting the Board will be asked to approve the moving forward with the application process.

**Additional Materials:**

**Recommendation:** N/A

**Suggested Motion:** *“I move to approve the application for an FFA charter at Innovation Academy.”*

**APPLICATION FOR CHARTER  
AUTHORIZING LOCAL  
FFA CHAPTER**

Date 8/25/2025

State FFA Executive Secretary  
Oregon FFA Association  
Corvallis, OR 97331

Dear Executive Secretary:

We, the undersigned, affirm that the agricultural education/agribusiness students of Innovation Academy High School have organized into a local chapter and are applying for membership in the Oregon FFA Association. We have adopted a constitution, elected the necessary officers and have identified membership according to the constitution.

In the name of the chapter and for the chapter, we hereby make application for a charter that will give full membership in the National FFA Organization.

The official chapter name should appear on the charter as Innovation Academy FFA Chapter.

Attached to this application are the following:

1. A list of chapter officers (see below)
2. A complete list of chapter members (see below)
3. A copy of our annual Program of Activities (calendar of event or planned activities)
4. A copy of the chapter's constitution (see below)

FFA Advisor \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

School Administrator \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

School Administrator \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**INFORMATION SHEET TO ACCOMPANY APPLICATION FOR CHARTER FOR  
MEMBERSHIP IN THE OREGON FFA ASSOCIATION**

Name of School Innovation Academy Teacher Jonathan Lopez-Valadez

Teacher Email [jonathan.lopez@medford.k12.or.us](mailto:jonathan.lopez@medford.k12.or.us) School Address 1321 Center Dr

City: Medford Zip Code: 97501

Principal: Cass Thonstad Principal Email: cass.thonstad@medford.k12.or.us

School Telephone 541-842-3669 School Fax 541-842-3456

Date Organized \_\_\_\_\_

Number of active members: High school

Freshmen \_\_\_\_\_ Sophomores \_\_\_\_\_

Juniors \_\_\_\_\_ Seniors \_\_\_\_\_

Officers: President \_\_\_\_\_ Vice President \_\_\_\_\_

Secretary \_\_\_\_\_ Treasurer \_\_\_\_\_

Reporter \_\_\_\_\_ Sentinel \_\_\_\_\_

Advisor \_\_\_\_\_

Executive Committee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Program of Activities planned (calendar of event or planned activities)

See Attached Document

FFA Advisor \_\_\_\_\_  
Signature

Date: \_\_\_\_\_

School Administrator \_\_\_\_\_  
Signature

Date: \_\_\_\_\_



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Superintendent Search RFP Process - Schedule Meeting(s)
<b>Item Type:</b>	Action
<b>Administrator:</b>	Board Chair Kendell Ferguson
<b>Objective:</b>	Continue discussion on the superintendent search process

**Background:** At the September 18th Board meeting, the Board approved engaging an external search firm and moving forward with a Request for Proposal (RFP) process. At this meeting the Board will review the RFP timeline, acknowledge the number of RFPs received and determine next steps in the process of selecting a firm.

October 1	RFP Issued
October 9 (by 2:00 p.m.)	Final Questions Due
October 13 (by 2:00 p.m.)	Last Addenda Issued
October 16 (by 2:00 p.m.)	Proposals Due
October 17 - 21	RFP Committee to Review Proposals
October 22	Assignment of Interview Appointments
October 23-24	Finalists Interviews
October 28	Notice of Intent to Award

**Additional Materials:** None

**Recommendation:** Discuss the timeline and make a motion to hold a special Board meeting(s) as necessary.

**Suggested Motion #1:** *“I move to schedule a Special Board meeting on \_\_\_\_\_ (date) to review submitted RFPs to determine which firms to interview.”*

**Suggested Motion #2:** *“I move to schedule a Special Board meeting on \_\_\_\_\_ (date) to interview potential search firms for the superintendent search process.”*



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	School Board Policies - second reading
<b>Item Type:</b>	Action
<b>Administrator:</b>	Jeanne Grazioli, Jodi Fahy
<b>Objective:</b>	Adopt the policies and administrative regulations presented as a first reading on October 2, 2025

**Background:** OSBA provides quarterly policy updates that include current revisions to state and federal laws and guidelines. Staff has reviewed the updated language and applied revisions which are reflected in the policy packet.

The Board reviewed the policies and ARs presented at the October 2 work session as a first reading. No suggestions or revisions were presented.

Revisions in **red** font indicate OSBA updated language. Revisions in **blue** font indicate staff updated language.

Policy	Title	Summary
DBEA	Budget Committee	<i>A footnote was added to clarify the process to include a member of the EEAC committee when there is a vacancy on the budget committee; and legal references were added.</i>
IGBAB/JO-AR JO/IGBAB-AR  <i>(double coded AR)</i>	Education Records/ Records of students with Disabilities Management	<i>The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). The revisions to the Administrative Regulation (AR) reflect these changes.</i>  <i>This is a double coded AR. IGBAB/JO-AR is in the Instruction section of the policy binder and JO/IGBAB-AR is in the Student Section. The language is identical in both ARs.</i>
IGBHD	Program Exemptions	<i>There are no updates to the policy content at this time, but districts should add a new legal reference to existing policy: Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).</i>

<p>JFCEB <i>(delete current version and adopt new version)</i></p>	<p>Personal Electronic Devices</p>	<p><i>Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.</i></p> <p><i>Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.</i></p> <p><i>The MSD Board adopted language to the policy in Jan. 2025 enacting the restrictions beginning the 2025-26 school year. In order to stay aligned with the Executive Order, staff is recommending deleting the current version of this policy and adopting the new policy.</i></p>
<p>JFCEB-AR <i>(new AR)</i></p>	<p>Request for Exception: Personal Electronic Devices</p>	<p><i>The new administrative regulation, JFCEB-AR - Request for Personal Electronic Devices Exception was created in response to the Governor's EO.</i></p>
<p>JOA</p>	<p>Directory Information</p>	<p><i>The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes.</i></p>
<p>LBEA</p>	<p>Denial for Virtual Public Charter School Student Enrollment</p>	<p><i>The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in the policy.</i></p>

\* *May be subject to collective bargaining.*

\*\* *As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.*

**Additional Materials:** Policy Packet [Second Reading 10.16.25](#)

The policy packet is organized with the revised version first (colored font), followed by a draft final version with the revisions incorporated.

**Recommendation:** Adopt, delete and readopt policies and ARs as presented in the policy packet.

**Suggested Motion:** *“I move to adopt, delete and readopt policies and administrative regulations as presented in the October 16th policy packet.”*

# Medford School District 549C

Code: DBEA  
Adopted: 4/16/02  
Revised/Readopted: 3/11/19; 9/21/23; xx/xx/xx  
Orig. Code(s): DBEA

## Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the district, reviewing the proposed district budget as presented by the superintendent and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must:
  - a. Live and be registered to vote in the district;
  - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;<sup>1</sup>
3. No budget committee member may receive any type of compensation from the district;
4. At its first meeting in October, the Board will identify vacant budget committee positions, which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of November. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;
5. At the first regular Board meeting in December, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions;

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<sup>1</sup> The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year;
7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

**Budget Committee Responsibilities**

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. The meetings of the budget committee are open to the public;
4. The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)  
[ORS 192.610 - 192.695](#)  
[ORS 294.305 - 294.565](#)

[ORS 328.542](#)  
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)  
[OAR 581-022-2307](#)

## **Medford School District 549C**

Code: DBEA  
Adopted: 4/16/02  
Revised/Readopted: 3/11/19; 9/21/23; xx/xx/xx  
Orig. Code(s): DBEA

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  - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;<sup>1</sup>
3. No budget committee member may receive any type of compensation from the district;
4. At its first meeting in October, the Board will identify vacant budget committee positions, which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of November. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;
5. At the first regular Board meeting in December, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions;

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<sup>1</sup> The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year;
7. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

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3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. The meetings of the budget committee are open to the public;
4. The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 174.130](#)  
[ORS 192.610 - 192.695](#)  
[ORS 294.305 - 294.565](#)

[ORS 328.542](#)  
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)  
[OAR 581-022-2307](#)

# Medford School District 549C

Code: IGBAB/JO-AR  
Adopted: 11/17/14  
Revised/Readopted: 6/17/19; 9/19/19; xx/xx/xx  
Orig. Code: IGBAB/JO-AR

## Education Records Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel, and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee, and that are not available for use for any other purpose. (Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section);
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are
  - (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained, or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district;
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student, which includes the following:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;

- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.; and
- ~~l. Such additional information as the district may prescribe.~~

~~While T~~the district may also request the social security number of the student, ~~the district will include the social security number on the permanent record only if the eligible student or parent fulfills with the request.~~ The request shall include notification to the eligible student or the student's parent(s) and/or guardians that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. The district shall protect the confidentiality of personally-identifiable information at collection, storage, disclosure, and destruction stages.
- c. The district shall identify one official at each school to assume responsibility for ensuring the confidentiality of any personally-identifiable information.
- d. All persons collecting or using personally-identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents/Guardians and Eligible Students

The district shall annually notify parents/guardians and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents/guardians or eligible students of their rights. This notification shall state that the parent(s)/guardian(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents/guardians or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s)/guardian(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of the parents, transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent/Guardian or Eligible Student Right to Inspect and Review

The district shall permit an eligible student or student's parent(s)/guardian(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s)/guardian(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case, the eligible student or student's parent(s)/guardian(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>; and
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s)/guardian(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

While the district is not required to give an eligible student or student's parent(s)/guardian(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s)/guardian(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s)/guardian(s) so requests, the district shall give the eligible student or student's parent(s)/guardian(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent/guardian or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s)/guardian(s) with a copy of test protocols, test questions and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

Raw data collection records such as test protocols, notes, drafts, and other information are destroyed once this information is summarized into progress reports, evaluation reports or other educational documents.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records, which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally-Identifiable Information

Personally-identifiable information (as defined by School Board Policy JOB) shall not be released without prior written consent of the eligible student or student's parent(s)/guardian(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment; Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs and institutional service or function for which the district would otherwise use employees, is under direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally-identifiable information.

The district shall maintain for public inspection, a listing of the names and positions of individuals within the district who have access to personally-identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district.
- c. The disclosure is to authorize representatives of The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section, “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to
  - (1) Develop, validate, or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally-identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally-identifiable information being disclosed;
  - (3) Specifies the personally-identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally-identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally-identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally-identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s)/guardian(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s)/guardian(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect of dependency matters;
- j. The disclosure is to the parent(s)/guardian(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally-identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA - Directory Information);
- m. The disclosure is to the parent(s)/guardian(s) of a student who is not an eligible student or to an eligible student;

- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents/guardians, students, school officials, and any other parties to whom the district discloses personally-identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally-identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent/guardian, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure, the record must include:

- a. The party or parties who have requested or received personally-identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally-identifiable information:

- a. The parent(s)/guardian(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records; or
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s)/guardian(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student’s education record shall become a permanent part of the student’s education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s)/guardian(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents/Guardians or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s)/guardian(s), the eligible student or student's parent(s)/guardian(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent/guardian. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parent/guardian or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s)/guardian(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent/guardian or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent/guardian, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s)/guardian(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s)/guardian(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s)/guardian(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement;

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion is disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s)/guardian(s) of the amendment in writing.

#### 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request.

Readable copies of the student's permanent records shall be retained for one year. Such special education records as are necessary to document compliance with state and federal audits, shall be retained for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, such records shall be retained until the student reaches age 21 or 5 years after last seen, whichever is longer.

Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

#### 11. Required Disclosure Statement related to Social Security Numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

## **Medford School District 549C**

Code: IGBAB/JO-AR  
Adopted: 11/17/14  
Revised/Readopted: 6/17/19; 9/19/19; xx/xx/xx  
Orig. Code: IGBAB/JO-AR

### **Education Records Management**

#### **1. Student Education Record**

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel, and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee, and that are not available for use for any other purpose. (Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section);
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are
  - (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained, or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district;
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student, which includes the following:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date;

- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.

The district may request the social security number of the student. The request shall include notification to the eligible student or the student's parent(s) and/or guardians that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. The district shall protect the confidentiality of personally-identifiable information at collection, storage, disclosure, and destruction stages.
- c. The district shall identify one official at each school to assume responsibility for ensuring the confidentiality of any personally-identifiable information.
- d. All persons collecting or using personally-identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents/Guardians and Eligible Students

The district shall annually notify parents/guardians and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents/guardians or eligible students of their rights. This notification shall state that the parent(s)/guardian(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents/guardians or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s)/guardian(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of the parents, transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent/Guardian or Eligible Student Right to Inspect and Review

The district shall permit an eligible student or student's parent(s)/guardian(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s)/guardian(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case, the eligible student or student's parent(s)/guardian(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>; and
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s)/guardian(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s)/guardian(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s)/guardian(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s)/guardian(s) so requests, the district shall give the eligible student or student's parent(s)/guardian(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent/guardian or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s)/guardian(s) with a copy of test protocols, test questions and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

Raw data collection records such as test protocols, notes, drafts, and other information are destroyed once this information is summarized into progress reports, evaluation reports or other educational documents.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records, which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally-Identifiable Information

Personally-identifiable information (as defined by School Board Policy JOB) shall not be released without prior written consent of the eligible student or student's parent(s)/guardian(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment; Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs and institutional service or function for which the district would otherwise use employees, is under direct control of the district with respect to the use

and maintenance of education records, and is subject to district policies concerning the redisclosure of personally-identifiable information.

The district shall maintain for public inspection, a listing of the names and positions of individuals within the district who have access to personally-identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district.
- c. The disclosure is to authorize representatives of The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section, “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to
  - (1) Develop, validate, or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally-identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally-identifiable information being disclosed;
  - (3) Specifies the personally-identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally-identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally-identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally-identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s)/guardian(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s)/guardian(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect of dependency matters;
- j. The disclosure is to the parent(s)/guardian(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally-identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to

- applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- l. The disclosure is information the district has designated as “directory information” (See Board policy JOA - Directory Information);
  - m. The disclosure is to the parent(s)/guardian(s) of a student who is not an eligible student or to an eligible student;
  - n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
  - o. The disclosure is to the Board during an executive session pursuant to ORS 332.061
  - p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents/guardians, students, school officials, and any other parties to whom the district discloses personally-identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally-identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent/guardian, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure, the record must include:

- a. The party or parties who have requested or received personally-identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally-identifiable information:

- a. The parent(s)/guardian(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records; or
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s)/guardian(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s rights of

privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s)/guardian(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents/Guardians or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s)/guardian(s), the eligible student or student's parent(s)/guardian(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent/guardian. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parent/guardian or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s)/guardian(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent/guardian or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent/guardian, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s)/guardian(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s)/guardian(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s)/guardian(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement;

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion is disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s)/guardian(s) of the amendment in writing.

#### 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request.

Readable copies of the student's permanent records shall be retained for one year. Such special education records as are necessary to document compliance with state and federal audits, shall be retained for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, such records shall be retained until the student reaches age 21 or 5 years after last seen, whichever is longer.

Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

#### 11. Required Disclosure Statement related to Social Security Numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

# Medford School District 549C

Code: JO/IGBAB-AR  
Adopted: 11/17/14  
Revised/Readopted: 9/19/19; xx/xx/xx  
Orig. Code: JO/IGBAB-AR

## Education Records Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel, and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee, and that are not available for use for any other purpose. (Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section);
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are
  - (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained, or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district;
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student, which includes the following:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;

- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.; and
- ~~l. Such additional information as the district may prescribe.~~

~~While T~~the district may also request the social security number of the student, ~~the district will include the social security number on the permanent record only if the eligible student or parent fulfills with the request.~~ The request shall include notification to the eligible student or the student's parent(s) and/or guardians that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. The district shall protect the confidentiality of personally-identifiable information at collection, storage, disclosure, and destruction stages.
- c. The district shall identify one official at each school to assume responsibility for ensuring the confidentiality of any personally-identifiable information.
- d. All persons collecting or using personally-identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents/Guardians and Eligible Students

The district shall annually notify parents/guardians and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents/guardians or eligible students of their rights. This notification shall state that the parent(s)/guardian(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents/guardians or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s)/guardian(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of the parents, transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent/Guardian or Eligible Student Right to Inspect and Review

The district shall permit an eligible student or student's parent(s)/guardian(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s)/guardian(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case, the eligible student or student's parent(s)/guardian(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>; and
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s)/guardian(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

While the district is not required to give an eligible student or student's parent(s)/guardian(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s)/guardian(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s)/guardian(s) so requests, the district shall give the eligible student or student's parent(s)/guardian(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent/guardian or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s)/guardian(s) with a copy of test protocols, test questions and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

Raw data collection records such as test protocols, notes, drafts, and other information are destroyed once this information is summarized into progress reports, evaluation reports or other educational documents.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records, which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally-Identifiable Information

Personally-identifiable information (as defined by School Board Policy JOB) shall not be released without prior written consent of the eligible student or student's parent(s)/guardian(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment; Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs and institutional service or function for which the district would otherwise use employees, is under direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally-identifiable information.

The district shall maintain for public inspection, a listing of the names and positions of individuals within the district who have access to personally-identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district.
- c. The disclosure is to authorize representatives of The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section, “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to
  - (1) Develop, validate, or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally-identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally-identifiable information being disclosed;
  - (3) Specifies the personally-identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally-identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally-identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally-identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s)/guardian(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s)/guardian(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect of dependency matters;
- j. The disclosure is to the parent(s)/guardian(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally-identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA - Directory Information);
- m. The disclosure is to the parent(s)/guardian(s) of a student who is not an eligible student or to an eligible student;

- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents/guardians, students, school officials, and any other parties to whom the district discloses personally-identifiable information from educational records.

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- a. The party or parties who have requested or received personally-identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally-identifiable information:

- a. The parent(s)/guardian(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records; or
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## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s)/guardian(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student’s education record shall become a permanent part of the student’s education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s)/guardian(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents/Guardians or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s)/guardian(s), the eligible student or student's parent(s)/guardian(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent/guardian. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parent/guardian or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s)/guardian(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent/guardian or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent/guardian, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s)/guardian(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s)/guardian(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s)/guardian(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement;

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion is disclosed.

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Readable copies of the student's permanent records shall be retained for one year. Such special education records as are necessary to document compliance with state and federal audits, shall be retained for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, such records shall be retained until the student reaches age 21 or 5 years after last seen, whichever is longer.

Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

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“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

## **Medford School District 549C**

Code: JO/IGBAB-AR  
Adopted: 11/17/14  
Revised/Readopted: 9/19/19; xx/xx/xx  
Orig. Code: JO/IGBAB-AR

### **Education Records Management**

#### **1. Student Education Record**

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel, and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee, and that are not available for use for any other purpose. (Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section);
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are
  - (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained, or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district;
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student, which includes the following:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date;

- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.

The district may request the social security number of the student. The request shall include notification to the eligible student or the student's parent(s) and/or guardians that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. The district shall protect the confidentiality of personally-identifiable information at collection, storage, disclosure, and destruction stages.
- c. The district shall identify one official at each school to assume responsibility for ensuring the confidentiality of any personally-identifiable information.
- d. All persons collecting or using personally-identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents/Guardians and Eligible Students

The district shall annually notify parents/guardians and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents/guardians or eligible students of their rights. This notification shall state that the parent(s)/guardian(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents/guardians or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s)/guardian(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of the parents, transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent/Guardian or Eligible Student Right to Inspect and Review

The district shall permit an eligible student or student's parent(s)/guardian(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s)/guardian(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case, the eligible student or student's parent(s)/guardian(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>; and
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s)/guardian(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s)/guardian(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s)/guardian(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s)/guardian(s) so requests, the district shall give the eligible student or student's parent(s)/guardian(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent/guardian or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s)/guardian(s) with a copy of test protocols, test questions and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

Raw data collection records such as test protocols, notes, drafts, and other information are destroyed once this information is summarized into progress reports, evaluation reports or other educational documents.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records, which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally-Identifiable Information

Personally-identifiable information (as defined by School Board Policy JOB) shall not be released without prior written consent of the eligible student or student's parent(s)/guardian(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment; Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs and institutional service or function for which the district would otherwise use employees, is under direct control of the district with respect to the use

and maintenance of education records, and is subject to district policies concerning the redisclosure of personally-identifiable information.

The district shall maintain for public inspection, a listing of the names and positions of individuals within the district who have access to personally-identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district.
- c. The disclosure is to authorize representatives of The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section, “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to
  - (1) Develop, validate, or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope, and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally-identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally-identifiable information being disclosed;
  - (3) Specifies the personally-identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally-identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally-identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally-identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s)/guardian(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s)/guardian(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect of dependency matters;
- j. The disclosure is to the parent(s)/guardian(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally-identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to

applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as “directory information” (See Board policy JOA - Directory Information);
- m. The disclosure is to the parent(s)/guardian(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents/guardians, students, school officials, and any other parties to whom the district discloses personally-identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally-identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent/guardian, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure, the record must include:

- a. The party or parties who have requested or received personally-identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally-identifiable information:

- a. The parent(s)/guardian(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records; or
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s)/guardian(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s rights of

privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s)/guardian(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents/Guardians or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s)/guardian(s), the eligible student or student's parent(s)/guardian(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent/guardian. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parent/guardian or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s)/guardian(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent/guardian or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent/guardian, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s)/guardian(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s)/guardian(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s)/guardian(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement;

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion is disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s)/guardian(s) of the amendment in writing.

#### 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request.

Readable copies of the student's permanent records shall be retained for one year. Such special education records as are necessary to document compliance with state and federal audits, shall be retained for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, such records shall be retained until the student reaches age 21 or 5 years after last seen, whichever is longer.

Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

#### 11. Required Disclosure Statement related to Social Security Numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

# Medford School District 549C

Code: IGBHD  
Adopted: 3/16/93  
Revised/Readopted: 6/17/19; 4/20/23; xx/xx/xx  
Orig. Code: IGBHD

## Program Exemptions

The district may excuse students from a state-required program or learning activity for reasons of religion, disability<sup>1</sup>, or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity, which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student’s parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal.

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

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### Legal Reference(s):

[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)  
[OAR 581-002-0035](#)  
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2505](#)

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).

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<sup>1</sup> If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

# Medford School District 549C

Code: IGBHD  
Adopted: 3/16/93  
Revised/Readopted: 6/17/19; 4/20/23; xx/xx/xx  
Orig. Code: IGBHD

## Program Exemptions

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END OF POLICY

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[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)  
[OAR 581-002-0035](#)  
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2505](#)

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## **Medford School District 549C**

Code: JFCEB  
Adopted: 5/09/16  
Revised/Readopted: 9/19/19; 1/23/25  
Orig. Code: JFCEB

### **Student Use of Personal Electronic Devices and Social Media\*\***

Student possession or use of personal electronic devices on district property in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data including pictures and videos.

Personal electronic devices shall be turned off and away during instructional or class time or at any other time where such use of the device would cause a disruption of school activities.<sup>1</sup>

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

The district will not be liable for information/comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP). Other exceptions may be requested by instructors for educational purposes and would be approved on a case-by-case basis by the school administrator.<sup>2</sup>

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the student code of conduct or acceptable use policy. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student’s parent/guardian as appropriate.

The superintendent shall ensure that the Board’s policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents/guardians through building handbooks and other means.

**END OF POLICY**

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<sup>1</sup> “Turned off and away” will be enacted beginning the 2025-26 school year.

<sup>2</sup> “Case-by-case basis” will be enacted beginning the 2025-26 school year.

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

DELETED

# Medford School District 549C

Code: JFCEB  
Adopted: xx/xx/xx

## **Personal Electronic Devices \*/\*\***

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>2</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);<sup>3</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within ten school days.<sup>4</sup>

Personal electronic devices ~~[must be placed in district-provided pouches or storage]~~ may be kept by students in lockers, ~~or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing]~~~~[may be or stored on the student’s person, but may not be used]~~ during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). ~~but could include [detention, Saturday school, a change to storage requirements,~~

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<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

<sup>2</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>3</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>4</sup> JFCEB-AR must be submitted to the building administrator.

~~etc. <sup>{5}</sup>}. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>6</sup> ~~[Steps may include:~~~~

- ~~1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;~~
- ~~2. Second Instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;~~
- ~~3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;~~
- ~~4. Beyond Third Instance of Noncompliance: If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. <sup>{7}</sup>]~~

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>8</sup> that support academic activities and independent communications<sup>9</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

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<sup>5</sup> ~~{Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}~~

<sup>6</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

<sup>7</sup> ~~{From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}~~

<sup>8</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>9</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent or designee in accordance with KL – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~[This policy takes effect on January 1, 2026.]~~

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

## **Medford School District 549C**

Code: JFCEB  
Adopted: xx/xx/xx

### **Personal Electronic Devices \*/\*\***

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>2</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);<sup>3</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within ten school days.<sup>4</sup>

Personal electronic devices may be kept by students in lockers, backpacks, or stored on the student’s person, but may not be used during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>5</sup>

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<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

<sup>2</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>3</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>4</sup> JFCEB-AR must be submitted to the building administrator.

<sup>5</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>6</sup> that support academic activities and independent communications<sup>7</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent or designee in accordance with KL – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

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<sup>6</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>7</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

# Medford School District 549C

Code: JFCEB-AR  
Revised/Reviewed: xx/xx/xx

## Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- in compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- to accommodate the individual circumstances of the student;
- to further specific educational outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian Name \_\_\_\_\_

Parent or Guardian Phone \_\_\_\_\_ Email \_\_\_\_\_

### FOR COMPLETION BY SCHOOL ADMINISTRATION

Request	<input type="checkbox"/>	Granted	Expiration of Exemption _____
	<input type="checkbox"/>	Denied	Reason for Denial _____
	<input type="checkbox"/>	More information needed. Please submit by _____ for reconsideration.	

\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

School administration decisions will be issued and communicated to the parent or guardian within ten school days of receipt and can be appealed with the superintendent. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for clearly documented needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.

# Medford School District 549C

Code: JFCEB-AR  
Revised/Reviewed: xx/xx/xx

## Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- to accommodate the individual circumstances of the student;
- to further specific educational outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent of Guardian Name \_\_\_\_\_

Parent or Guardian Phone \_\_\_\_\_ Email \_\_\_\_\_

### FOR COMPLETION BY SCHOOL ADMINISTRATION

Request  Granted      Expiration of Exemption \_\_\_\_\_  
 Denied      Reason for Denial \_\_\_\_\_  
 More information needed. Please submit by \_\_\_\_\_ for reconsideration.

\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

School administration decisions will be issued and communicated to the parent or guardian within ten school days of receipt and can be appealed with the superintendent. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for clearly documented needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.

# Medford School District 549C

Code: JOA  
Adopted: 10/22/18  
Revised/Readopted: 9/19/19; xx/xx/xx  
Orig. Code: JOA

## Directory Information\*\*

“Directory information” means those items of personally identifiable information (as defined in School Board Policy JOB) contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
2. Student’s photograph;
- ~~3. Date and place of birth;~~
3. Major field of study;
4. Participation in officially recognized ~~sports and~~ activities and sports;
5. Weight and height of ~~athletic team~~ members of athletic teams;
6. Dates of attendance; and
- ~~7. Grade level;~~
7. Degrees, ~~honors or~~ and awards received;
- ~~8. Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Exclusions

Exclusions from all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parents, student 18 years of age, or emancipated student within 15 days of the annual public notice. A parent, student 18 years of age or older, or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled. Such a student must disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy, if required by the district.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released. Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 180.805](#)

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012-2024~~);  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012-2024~~); Family Educational Rights and Privacy,  
34 C.F.R. Part 99 (~~2017 2025~~);  
Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012-2024~~).

## **Medford School District 549C**

Code: JOA  
Adopted: 10/22/18  
Revised/Readopted: 9/19/19; xx/xx/xx  
Orig. Code: JOA

### **Directory Information\*\***

“Directory information” means those items of personally identifiable information (as defined in School Board Policy JOB) contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received.

### **Public Notice**

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

### **Exclusions**

Exclusions from all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parents, student 18 years of age, or emancipated student within 15 days of the annual public notice. A parent, student 18 years of age or older, or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled. Such a student must disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy, if required by the district.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released. Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 180.805](#)

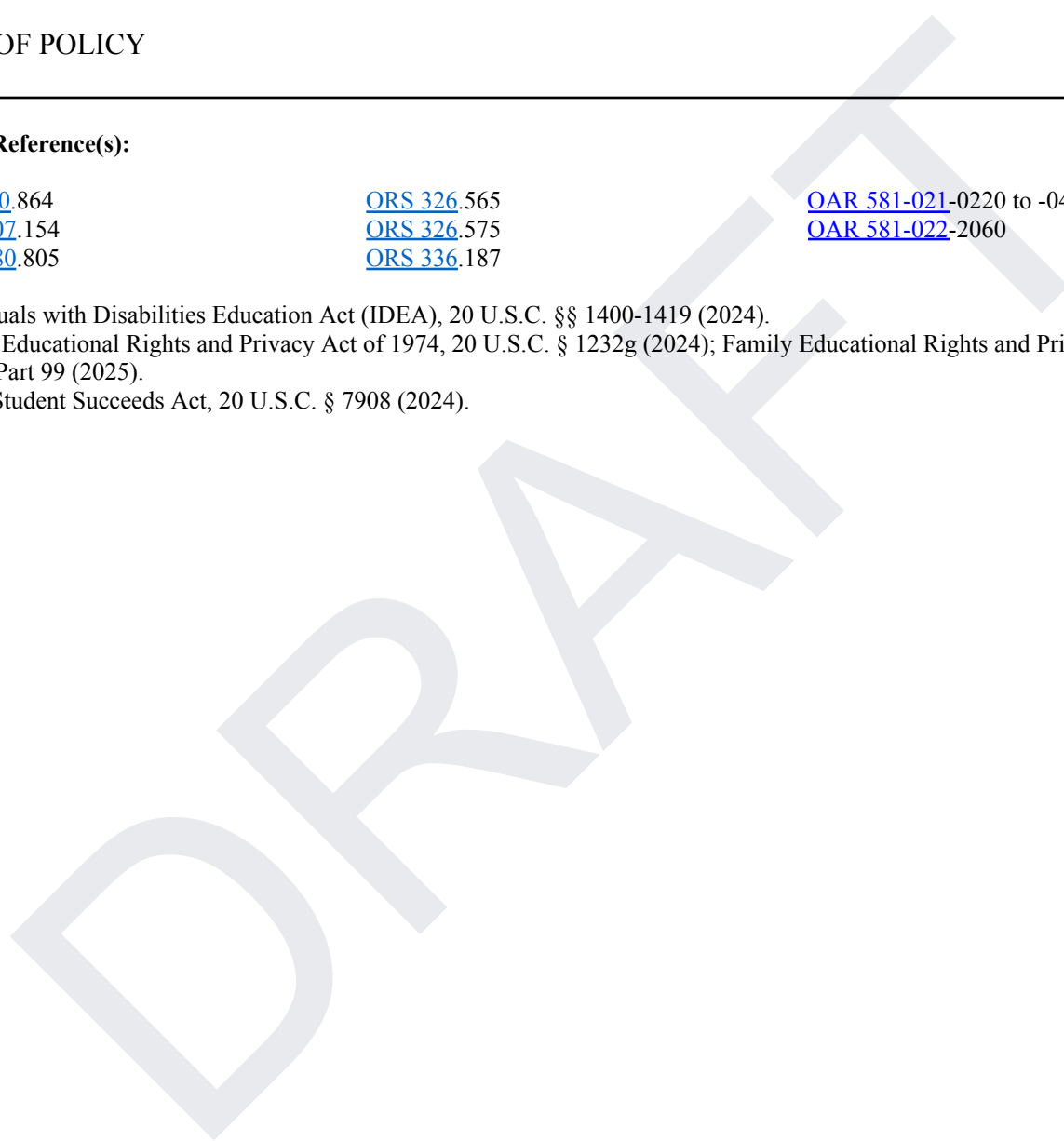
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).



# Medford School District 549C

Code: LBEA  
Adopted: 2/18/21  
Revised/Readopted: 10/19/23; xx/xx/xx

## **Resident Student Denial for Virtual Public Charter School Attendance Student Enrollment\*\***

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by ~~October~~ **November** 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ **calculated** percentage is more than three percent, the district ~~will~~ **may** not approve additional students enrollment to a virtual public charter school.

A parent<sup>1</sup> must give notice to the district **in which the parent resides** of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

- ~~1. The notice the student is denied for enrollment to the virtual public charter school;~~
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on **the most** recent calculations ~~at the time the intent to enroll was received by the district;~~
- ~~3. The right to appeal the decision to the State Board of Education;~~
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

~~When calculating the percentage~~ **the** district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

<sup>1</sup> “Parent” means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in **virtual and non-virtual** public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools **not sponsored by the district**;
4. The number of home-schooled students ~~who reside~~ **residing** in the district and who have registered with ~~the an~~ educational service district; and
5. The number of students ~~who reside~~ **residing** in the district enrolled in private schools located within the school district.

A parent may appeal ~~a decision of a the district's to not approve a denial for~~ student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

~~[House Bill 3024 \(2023\)](#)~~

## Medford School District 549C

Code: LBEA  
Adopted: 2/18/21  
Revised/Readopted: 10/19/23; xx/xx/xx

### Denial for Virtual Public Charter School Student Enrollment\*\*

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by November 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district may not approve additional students enrollment to a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;
3. A list of two or more online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

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<sup>1</sup> “Parent” means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the school district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Staff Assignment Report
<b>Item Type:</b>	Report
<b>Administrator:</b>	Michael Campbell
<b>Objective:</b>	Approve new licensed and administrative staff

**Background:** Under current Board policy, one responsibility of the Board is to approve the hiring of licensed and administrative staff. The Staff Assignment Report includes that information, as well as any retirements or resignations.

**Additional Materials:** Staff Assignment Report

**Recommendation:** Administration recommends approval of the new hires.

**Suggested Motion:** A formal motion is not required if approved with the consent agenda.

**Medford School District Staff Assignment  
School Board Meeting, October 16, 2025**

**Recommendation for election to the position of Temporary Teacher for the 2025-26 school year:**

Employee Name	School/Location	Position
Paradis, Caitlyn	Lone Pine Elementary	Kindergarten Teacher



## EXECUTIVE SUMMARY

<b>Meeting Date:</b>	October 16, 2025
<b>Agenda Item:</b>	Consideration for approval of minutes from previous meeting(s)
<b>Item Type:</b>	Minutes
<b>Administrator:</b>	Jeanne Grazioli, Jodi Fahy
<b>Objective:</b>	Approve meeting minutes

**Background:** School Board policies BDDG and BDDC indicate the Board shall provide for the taking of written minutes of all its meetings, and that the minutes shall be available to the public after approval by the Board.

**Additional Materials:** Draft minutes for the Board Meeting on September 18 and Work Session on October 2.

**Recommendation:** Approve the minutes included with the consent agenda.

**Suggested Motion:** A formal motion is not required if approved with the consent agenda.



## **Regular Meeting of the Board of Education**

Thursday, September 18, 2025 5:45 PM

Oakdale Middle School Room 230  
815 S. Oakdale Ave.  
Medford, OR 97501

Board members present: Lilia Caballero, Kendell Ferguson, Erik Johnsen, Sandra LaNier McHenry, Sunny Spicer, Michael Williams, and Angela Zbikowski

*A video recording of the Board meeting can be found on the district website at [this link](#). The slide presentation can be viewed by clicking on Extras listed next to the meeting at [this link](#).*

### **1. Call to Order / Pledge of Allegiance / Roll Call**

Board Chair Kendell Ferguson called the meeting to order at 5:45 PM, led the Pledge of Allegiance, and confirmed a quorum through roll call. She welcomed attendees and read the district's vision statement.

### **2. Agenda Adjustments and Approval**

No objections were raised. The agenda was approved by unanimous consent.

### **3. Introduction of New MSD Leaders**

Interim Superintendent Jeanne Grazioli introduced the recognitions for Wilson Elementary Principal Nicole Lavelle and Hoover Elementary Principal Michele Wileman.

Lavelle and Wileman provided information on their professional experience, prior jobs within the district, and expressed appreciation for the opportunity to work with students and staff at Medford School District.

### **4. Citizen Comments**

Chair Ferguson outlined citizen comment procedures. The following citizens addressed the Board:

**Sean Rogers, Parent and Teacher** – Spoke about safety procedures and emphasized the importance of communication and collaboration in addressing concerns.

**Donovan Donnally, Community Member and Parent** – Shared his and his wife’s concerning experience during their campaign for a School Board position. He expressed that the process should remain open and fair, free from intimidation, and voiced concern for future candidates.

## **5. Items for Information & Discussion**

### **5.a. Interim Superintendent Report**

Interim Superintendent Jeanne Grazioli provided a back-to-school update, which included summer facilities projects, student summer programs, summer graduation, welcoming new teachers, the district welcome back gathering, the math curriculum roll-out and training, and the implementation of the new cell phone policy.

### **5.b. Medford Education Association (MEA) Report**

MEA President Jessica Fitzsimmons highlighted the positive start to labor-management meetings, noting their value in fostering open dialogue and proactive problem-solving. She expressed appreciation for the time dedicated to these discussions, upcoming training with the Employment Relations Board, and the communication between the MEA and the district regarding grievance and bargaining processes. She emphasized the importance of honoring the contract, maintaining mutual respect, and continuing open conversations throughout the year to support teachers and students.

### **5.c. NMHS Gymnasium Update**

Assistant Superintendent of Operations Brad Earl and Facilities Manager Andy Chasteen provided an update on the North Medford High School gymnasium, which suffered a roof collapse during a snow event last winter. They reported on behind-the-scenes work, including engineering evaluations, permit preparations, cost estimates, and coordination with the district’s insurance provider to ensure full reimbursement. Photos of current progress, early gym renderings, and necessary code upgrades such as ADA compliance were presented, along with an update on the temporary north athletic facility, which has saved approximately \$300,000 in labor costs through district staff contributions.

The Board inquired about storm water impacts, gym capacity, and use of the athletic facility.

### **5.d. Integrated Plan 2024-25 Annual Reporting & Accounting**

Executive Director of Federal Programs & School Improvement Andrea Partsafas presented the annual report required by the Oregon Department of Education. The report included last year’s integrated grant plan programs and funding sources, progress toward outcomes and long-term targets, barriers and challenges, support for special populations in career and technical education, and state plan outcomes for career and technical education.

No questions were presented by the Board.

#### **5.e. Interim Superintendent Evaluation/Check-in**

Jeanne Grazioli provided an overview of the mid-year check-in process, noting it is simplified with no formal rubrics or forms. Board Directors offered feedback and questions regarding associated projects, attendance tracking, and inclusion and bullying prevention. Directors suggested quarterly check-ins instead of monthly, with updates shared through the superintendent's monthly board report. Grazioli noted she is developing a website to provide the Board with real-time updates on her focus areas and monthly activities.

#### **5.f. Financial Update**

Assistant Superintendent of Operations Brad Earl reported on district finances, noting that revenues are front-loaded while expenses occur later in the year, making the projected ending fund balance the key item to monitor. September enrollment is similar to last year, though long-term declines are anticipated. Earl also highlighted reductions in Student Investment Account (SIA) funding (\$400,000) and High School Success (HSS) funding (\$100,000), along with broader statewide pressures from federal program cuts. Board members asked about enrollment trends, special education funding, and local economic impacts, and thanked Earl for his work.

### **6. Board Action Items**

#### **6.a. Board/District Goals, Priorities and Measures of the System**

Jeanne Grazioli provided an overview of the updated Board/District Goals, noting that the goals remain unchanged and are aligned with the integrated plan and Measures of the System, which will be reviewed during the strategic planning process. She highlighted that priorities align with projects and presented revised Measures of the System following feedback from the Board Retreat.

Board Directors expressed appreciation for the collaborative, data-driven approach, requested quarterly updates, and suggested sharing best practices between high-performing and struggling schools.

**A motion was presented by Angela Zbikowski and seconded by Lilia Caballero to approve the 2025-26 Board/District Goals, Priorities, and Measures of the System as presented.**

**Roll call vote: Caballero: Yea, Johnsen: Yea, Zbikowski: Yea, Williams: Yea, Spicer: Yea, LaNier McHenry: Yea, Ferguson: Yea  
Result: Motion passed (Yea: 7, Nay: 0)**

#### **6.b. Superintendent Search Process**

Chair Ferguson requested that staff incorporate Board members' questions into the search firm request for proposal (RFP) and provide the updated RFP to the Board prior to launching the proposal process.

**A motion was presented by Erik Johnsen and seconded by Sandra LaNier McHenry to approve proceeding with the RFP process to select a superintendent search firm.**

**Roll call vote: Caballero: Yea, Spicer: Yea, Williams: Yea, LaNier McHenry: Yea, Johnsen: Yea, Zbikowski: Yea, Ferguson: Yea  
Result: Motion passed (Yea: 7, Nay: 0)**

#### **6.c. Board Operating Agreement & Proposed Board Conduct Policy**

**A motion was presented by Sandra LaNier McHenry and seconded by Lilia Caballero to approve the updated Board Operating Agreement as presented.**

Board Directors discussed revisions to the Board Operating Agreement, focusing on media communication and time limits for school visits. Discussion centered on balancing structured time limits with the need for meaningful, organic interactions, respecting staffs' time, and minimizing impact on classroom routines. Directors suggested a six-month trial of the time limit, noted that at least two members will attend each visit, and emphasized building trust and team collaboration rather than a prescriptive or punitive approach.

**An amendment was presented by Michael Williams and seconded by Angela Zbikowski to strike "not to exceed 1 ½ hours" from the proposed Board Operating Agreement.**

**Roll call vote: Zbikowski: Yea, Caballero: Nay, Spicer: Nay, LaNier McHenry: Nay, Johnsen: Yea, Williams: Yea, Ferguson: Nay  
Result: Motion failed (Yea: 3, Nay: 4)**

**Roll call vote on main motion: Johnsen: Nay, Caballero: Yea, LaNier McHenry: Yea, Spicer: Yea, Williams: Nay, Zbikowski: Yea, Ferguson: Yea  
Result: Motion passed (Yea: 5, Nay: 2)**

Chair Ferguson directed attention to the proposed Board Conduct Policy, acknowledged she did not receive any proposals to change the language, and shared Oregon School Board Association's (OSBA) response to the draft policy. The suggested changes will be incorporated into the draft policy for review, including a review by OSBA, and will be presented at the next meeting.

**6.d. Nominations for OSBA Legislative Policy Committee**

Chair Ferguson opened the floor for nominations to the committee. No nominations were submitted.

**7. Consent Agenda**

The following items were presented on the consent agenda:

- Staff Assignment Report
- Minutes from Previous Meetings

No objections were raised. The consent agenda was approved by unanimous consent.

**8. Announcements**

Chair Ferguson reminded attendees of the upcoming Board meeting that will be held on October 2 at Oakdale Middle School.

**9. Adjournment**

With no further business, the meeting was adjourned at 7:50 PM.



## Work Session of the Board of Education

Thursday, October 2, 2025 5:45 PM

Oakdale Middle School Room 230  
815 S. Oakdale Ave.  
Medford, OR 97501

Board members present: Lilia Caballero, Kendell Ferguson, Erik Johnsen, Sandra LaNier McHenry, Sunny Spicer, Michael Williams, and Angela Zbikowski

*A video recording of the Board meeting can be found on the district website at [this link](#). The slide presentation can be viewed by clicking on Extras listed next to the meeting at [this link](#).*

### 1. Call to Order / Pledge of Allegiance / Roll Call

Board Chair Kendell Ferguson called the meeting to order at 5:45 PM, led the Pledge of Allegiance, and confirmed a quorum through roll call. She welcomed attendees and read the district's vision statement.

### 2. Agenda Adjustments and Approval

No objections were raised. The agenda was approved by unanimous consent.

### 3. Recognition & Introductions

#### 3.a. National Merit Scholars and AP Scholars

Vice Chair Sandra LaNier McHenry reviewed the criteria for students to achieve the National Merit Semifinalist designation and the Advanced Placement (AP) Scholar awards. She recognized students from both South and North Medford High Schools and led a round of applause in celebration of their outstanding achievements.

The meeting was briefly recessed to allow time for photos with the students recognized.

#### 3.b. New MSD Leader Introduction

Interim Superintendent Jeanne Grazioli presented a slide highlighting the district's principals in recognition of National Principals Month. She expressed appreciation for their leadership and dedication to students and families.

Executive Director of Human Resources Michael Campbell was introduced. He shared that he was honored for the opportunity to directly support district staff and expressed appreciation for the exceptional team he has the privilege to work with.

### **3.c. Legal Counsel Introduction**

Chair Ferguson provided an overview of the Request for Proposal (RFP) process that resulted in two legal firms being interviewed by the committee, which included herself and Board Director Michael Williams. The successful candidate was the law firm of Garrett, Hemann & Robertson. Attorney Rebekah Johnson joined the meeting virtually, introduced herself, and shared the firm's extensive experience working with school districts, including Medford. She expressed enthusiasm for serving in this new role.

### **4. Recess**

*Recess was taken previously following recognition of students.*

### **5. Work Session Items**

#### **5.a. Class Size / Enrollment Report**

Assistant Superintendent of Operations Brad Earl provided an overview of current enrollment figures and outlined factors that contribute to district funding. He reported that overall, the news is positive—the district had anticipated a decrease of 100 students; however, enrollment held steady. Although the state cohort is trending downward, the district's extended ADM resulted in maintaining prior-level funding, which aligns with the adopted budget.

Executive Director of Teaching and Learning Jennie Snow reviewed the K–5 elementary class size chart, noting that she continues to monitor classrooms approaching or at the established class size thresholds. She emphasized the district's goal to avoid blended classrooms and to maintain equitable class sizes across schools.

Executive Director of Teaching and Learning Kirk Kolb provided an overview of the middle and high school class size and section charts, reporting that enrollment numbers were consistent with projections. He shared that the school year began smoothly, with minimal schedule adjustments.

Clarification regarding the “Ruch & Site-Based” column and an explanation of class size minimums were provided in response to Board member questions.

#### **5.b. Board/District Priority: Student Success - Improve Student Career Readiness K-12**

Assistant Director of Career Learning Larina Warnock provided an overview of the district's Career and Technical Education (CTE) programs, which include Emergency Services Management, Agricultural Science, and Health Sciences and Education. She noted that 56 students have earned certifications in both Phlebotomy and Certified Nursing Assistant programs and shared the continued success of the Introduction to Education courses. She informed the Board that a request to establish a Future Farmers of America (FFA) chapter at Innovation Academy will be presented at the next meeting.

Warnock also shared data on the number of college credits earned by students during the 2024–25 school year, highlighting that the district celebrated its first student graduating with an Associate's Degree. Additional career-connected learning opportunities shared include the aviation and commercial drone program, the Rogue Community College (RCC) Occupational Skills Program, and a developing partnership with La Clinica and RCC to create a patient services representative internship program.

Board Directors expressed appreciation for the opportunities available to students and asked questions regarding partnerships with Klamath Community College, expansion of the agricultural science and FFA programs to other schools, the growing career demand in drone technology, the cost and transferability of college credits, and how the Board can best support the establishment of the FFA program.

#### **5.c. Board/District Priority: Foster Inclusive School Communities - Students are Safe and Supported**

##### **Expand Staff Expertise and Resources to Equitably Support Students with Disabilities**

Director of Special Education Felicia Holt provided an overview of the district's special education services, highlighting changes in student needs and program complexity. While enrollment numbers have remained steady, the intensity of services continues to grow, including a 103% increase in students identified with autism and rising early childhood referrals. Holt also noted ongoing challenges in recruiting speech-language pathologists, occupational and physical therapists, and interpreters due to statewide shortages and limited local training programs.

She outlined the process for reevaluating Individualized Education Programs (IEPs) every three years and emphasized the importance of collaboration, data review, and parent input in determining student progress and support needs. Highlights included more inclusive scheduling and co-taught classrooms, implementation of positive behavior supports, and strengthened partnerships with families and community agencies. Ongoing challenges include the state funding cap, which reimburses districts for 11% of enrollment while Medford serves approximately 17%, and high caseloads contributing to staff workload despite recent incentives to support recruitment and retention.

Kolb provided background on the phase-out of the secondary “Focus” program and redistribution of resources to promote greater inclusion and increased access to general education experiences.

Board Directors expressed appreciation for the department’s work and asked questions regarding evaluation timelines, eligibility criteria, staffing shortages, the impact of inclusion on classroom learning, and strategies to meet the needs of students requiring intensive support.

*The Board took a 5-minute break before the next agenda topic.*

### **Inform and Educate Students and Families on Bullying and Violence Prevention.**

Senior Executive Director Todd Bloomquist provided an overview of the district’s efforts to prevent bullying and school violence. He outlined prevention programs that include schoolwide lessons on kindness and resilience, trusted adult connections for students, restorative practices, and staff training in de-escalation and safety. Data shared included bullying and harassment incidents, as well as student-to-staff aggression, which is often underreported. He highlighted ongoing opportunities to strengthen early behavioral supports, increase family engagement, and expand partnerships to promote student wellness.

Board Directors asked questions about incident reporting, severity, and community outreach, and expressed appreciation for the district’s transparency and focus on proactive, relationship-based prevention.

#### **5.d. School Board Policies - *first reading***

Board Chair Ferguson directed attention to the policy packet for a first reading and invited questions from the Board. Regarding the revised electronic device policy, Board Directors inquired whether students are permitted to use cell phones during lunch, whether exceptions are allowed for academic purposes in the classroom, and whether the district’s policy aligns with the Oregon School Boards Association’s sample policy.

Staff provided responses to the questions. The policies will advance to a second reading and possible adoption at the October 16 Board meeting.

### **6. Consent Agenda**

The following items were presented on the consent agenda:

- Staff Assignment Report
- Annual Designations - General Counsel

No objections were raised. The consent agenda was approved by unanimous consent.

**7. Announcements**

Chair Ferguson reminded attendees of the upcoming Board meeting that will be held on October 16 at Oakdale Middle School.

**8. Adjournment**

With no further business, the meeting was adjourned at 8:09 PM.

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